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ABSTRACT

A project was undertaken at Miami-Dade Community College (MDCC) in Florida to develop new student follow-up methodologies and to field test these methodologies in order to increase the accuracy of placement and follow-up data supplied to the state; to reduce the number and percent of former MDCC students falling into the "unknown" placement status category; and to investigate and reduce the bias inherent in the present employer follow-up survey to produce more representative results. The project involved the exploration of non-traditional sources for data, including in-state private university transfers, out-of-state university transfers, state university system course file tapes, and Immigration and Naturalization Services (INS) Files. A new research instrument, the Employer Evaluation Scale, was designed to collect data suited to institutional needs. Efforts to reduce the number of students in the "unknown" category identified 436 MDCC transfer students attending private colleges and 268 students attending out-of-state universities. Because of legal restrictions, INS files could not be used to gather information on foreign students. The newly designed Employer Evaluation Scale instrument provided useful monitoring data as well as state-of-the-art and state-of-the-market data. Several follow-up questionnaires are appended. (EJV)

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ASSESSMENT OF FOLLOW-UP RESEARCH
(Summary of a Vocational Grant Project)

Research Report No. 86-34

October 1986

Institutional Research

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Miami-Dade Community College

ASSESSMENT OF FOLLOW-UP RESEARCH
(Summary of a Vocational Grant Project)

Research Report No. 86-34

October 1986

Anne Baldwin

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OFFICE OF INSTITUTIONAL RESEARCH

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Miami-Dade Community College

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Table of Contents

	Page
List of Tables.	ii
Abstract.	iii
Introduction.	1-2
The Background	1
The Problem.	2
Objectives and Methods of the Study	4
Findings.	5
Unknown Status	5
In-State Private Colleges and Universities.	5
Out-of-State Universities	7
The Immigration and Naturalization Services	9
The State University System (SUS) Student Course Files.	10
Employer Survey.	11
Reactions of Administrators to the Employer Evaluation Scale.	12
The Privacy Act and Company Disclosure Policy	12
The Employer Evaluation Scale	15
Employer Responses to the Employer Evaluation Scale Survey.	18
Discussion.	33
Appendices	
Appendix A: Postal Mailer	37
Appendix B: Reaction to the Employer Evaluation Scale . . .	38
Appendix C: Memorandum - Subject: Contacting Employers of Former Students (January 15, 1979)	39
Appendix D: Survey of Former Students	40
Appendix E: Employer Follow-Up Form	42
Appendix F: Comments by Employers for Program Consideration	43

List of Tables

Page

Table 1: Private Institutions of Higher Learning in Florida Contacted for 1985-86 Miami-Dade Community College Transfers. 6

Table 2: Out-of-State Institutions of Higher Learning Contacted for 1983-84 to 1985-86 Miami-Dade Community College Transfers 8

Table 3: Summary of the Reactions of Administrators of Occupational Programs to the Employer Evaluation Scale 13

Table 4: Population Characteristics of Programs Surveyed With the Employer Evaluation Scale 16

Table 5: Summary of Responses to the Employer Evaluation Scale for the Aggregation of Programs 1984-85 Graduates. . . . 19

Table 6: Summary of Responses to the Employer Evaluation Scale for the Nursing ADN Program 1984-85 Graduates. . . 22

Table 7: Summary of Responses to the Employer Evaluation Scale for the Executive Secretary Program 1984-85 Graduates. 25

Table 8: Summary of Responses to the Employer Evaluation Scale for the Business Data Processing Computer Programming Program 1984-85 Graduates. 27

Table 9: Summary of Responses to the Employer Evaluation Scale for the Electronics Technology Program 1984-85 Graduates. 29

Table 10: Summary of Responses to the Employer Evaluation Scale for the Fire Science Program 1984-85 Graduates. 31

Abstract

A number of problems are inherent to follow-up studies and defy conventional methods of tracking students. Specific approaches commonly used---surveys, State University System (SUS) Student Course File Fall Term tapes, Department of Labor tapes, phone calls, and exit interviews---while invaluable, present their own limitations. These limitations, most often evident in large metropolitan community colleges, result in under-reporting of data such that success ratios for placement of graduates are misleading and inaccurate.

The pervasive purpose of the Assessment of Follow-up Research was to develop new methodologies and to field test these methodologies in order to increase the accuracy of Placement and Follow-up data supplied to the State. Strategies utilized involved the exploration of non-traditional sources for data---in-state private university transfers, out-of-state university transfers, SUS Student Course File Winter, Spring/Summer Term tapes, and Immigration and Naturalization Services files. The "Right to Privacy Act" and "Company Disclosure Policy" were reexamined. A new research instrument, the Employer Evaluation Scale, was designed to collect data suited to institutional needs.

Contact with ten in-state private Florida institutions of higher learning yielded data for 436 M-DCC transfers. Seven out-of-state universities showed a total of 268 transfers. While the names and social security numbers of M-DCC transfers were requested for 1985-86 (in-state institutions) and 1983-84 to 1985-86 (out-of-state institutions), the Miami-Dade graduation date was not available on these records, nor were social security numbers for many students. Matches were made against Placement and Follow-up files for the years of interest to the current study, and hits for M-DCC completers and leavers were negligible. It is likely, as is characteristic of community college students, that a period of "stopping out" occurred before enrollment into the upper division. Non-matched students are on M-DCC files prior to 1983-84. Other non-matches may reside in name changes of female students as their marital status changed. The low hit rate thus obtained for the specific cohort in question, using this supplemental

non-traditional method, did not appreciably improve the success ratio for placement of graduates. However, it did substantiate long held beliefs that former Miami-Dade students transfer to numerous institutions across the nation.

INS files for location data are available only to federal agencies. The interpretation of the "Right to Privacy Act" furthers data collection while the "Company Disclosure Policy" inhibits data collection. SUS Winter and Spring/Summer Term tape distribution are forthcoming. The newly designed Employer Evaluation Scale instrument produced useful monitoring data as well as state-of-the-art and state-of-the-market data. Findings posed numerous issues for furtherance of research in this domain.

ASSESSMENT OF FOLLOW-UP RESEARCH

(Summary of a Vocational Grant Project)

Introduction

The Background

Follow-up studies are conducted annually by many post-secondary institutions across the United States. These accountability studies concern the job status and continuing education status of former occupational students. These students may have completed a degree/certificate or may have left the institution after having completed 25% of the training program. Regulations regarding follow-up at the local community college level derive from either State and/or Federal mandates. The general nature of laws, whether Federal or State, is made specific through particular rules promulgated by the funding agency. Seven Federal/State statutes and regulations directly or indirectly govern what shall be expected of the individual community colleges.

The Problem

A number of problems associated with mandates are inherent to follow-up studies and defy conventional methods of tracking students. Specific procedures commonly used are 1) surveys, 2) State University System (SUS) tapes, 3) Department of Commerce data tapes, 4) telephone calls, and 5) exit interviews. Each of these procedures, while invaluable, has its own limitations. An outline of limitations is herein encapsulated. Surveys are conducted two major semesters after the student leaves the college. The rationale in setting the survey time frame considered practical matters such as allowing sufficient time lapse between date of graduation and acquisition of employment. Coupled with the time interval is the transitory nature of the student population of nearly all community colleges. Many surveys fail to reach their destination because of the time lapse and residential mobility of students.

Recognizing the constraints of surveys mailed a year after graduation, Miami-Dade Community College (MDCC) applied two time frame variations. First, the switch from the letter survey (which is normally done in late March of the year succeeding graduation, Appendix D) to the abbreviated postal mailer (Appendix A) occurred during the pre-Thanksgiving and pre-Christmas period. The three mailouts were planned for this span based on a review of the literature and empirical claims of other institutions. Expected was a substantially higher return rate founded on the mailing time (maximal home contact of the graduates) and the quickness of response to the instrument.

Results received are as follows:

	Grad Year	No. Sent	No. Responded	Percent Response
Letter	1983-84	1,492	819	54.9
Postcard	1984-85	1,095	345	31.5

Because the return rate was so low in mid-December after the second mailout, it was decided that the Christmas rushes and stresses would militate against responding to the mailer. Therefore, the third wave of mailings took place in late March. Even with this adjustment, the mailer response rate was 31.5% as opposed to the letter of 54.9%.

The second time frame variation and procedure regarding the survey was effected through administrative decision and cooperation of the registrar's office. All students applying for graduation are requested to complete the questionnaire. Limitations with this method of data collection are 1) variability of interest among campus offices, 2) possible outdatedness of employment data from time of collection to state report due date, and 3) instability of continuing education plans.

The SUS tapes are an opening Fall Term snapshot of upper division enrollments. Excluded from the State tapes are continuing education data of students attending private universities and out-of-state institutions. Department of Commerce and Labor tapes are run during the third quarter. Like the SUS tapes, these data are also captured and frozen at one specific

point in time. Those persons employed after this tape run are excluded from the data base, as might be expected.

The telephone, as a method of tracking students or following-up on survey non-responses poses certain obstacles. Oftentimes, numbers are no longer valid. Among the valid number non-contact calls, it can be assumed that the individual might possibly be reached at night. Daytime employment of MDCC students and graduates precluded the day call from getting through.

Exit interviews are successfully used for those students who withdraw during the course of the semester. The majority of Leavers, however, complete the semester, don't rematriculate thereafter and are thence unlocatable. Occupational graduates, with the exception of specific medical programs tend to be less responsive to surveys than Associate in Arts graduates.

To augment these traditional methods, MDCC developed an elaborate method of maximizing the value of the Division of Community College's Feedback tape data. This was done through the Standard Industrial Classification (SIC) code. This broad industrial SIC code was used to determine job relationship to training through constructing a bridge between MDCC occupational program codes and the SIC code. The chairpersons of occupational programs were indispensable in this regard. With the commonly used methods and the table of code matches, MDCC has been able to determine the placement status of approximately 80% of its graduates. Until Non-Resident Aliens were removed from the pool of Completers as an option, MDCC was disadvantaged in having to follow-up the largest foreign student population in the nation. These students were difficult to track once they left the institution or the country. Nearly 8% of MDCC occupational graduates are on (F-1) student visas. Respondent Non-Resident Aliens employed in field or continuing education were part of the 80% known status component reported previously.

Clearly, while these traditional methods are the mainstay of data collection, accountability responsibilities dictated that investigations along supplemental lines be pursued.

Objectives and Methods of the Study

The pervasive, overriding purpose of the Assessment of Follow-up Research federal vocational grant was to develop methodologies and to field-test these methodologies in order to determine the methodological feasibility of increasing the accuracy of data supplied to the State of Florida Department of Education Division of Community Colleges. Accuracy focus proceeded along two lines. First, attempts were made to reduce the number and percent of those falling into the unknown placement status category. Second, the bias inherent in the present Employer Follow-up survey was investigated and efforts were channeled into producing more representative results.

With regard to the first objective, research and planning were aimed at looking into alternative and supplemental means of capturing data to reduce the unknown placement status (20%) of MDCC graduates. It was hypothesized that for programs marginal to the State Program Review success ratio of 70%, locating these "missing persons" could be critical to program viability. The methods explored and field-tested (where applicable) included the following populations:

1) In-state private college and university transfers
2) Out-of-state transfers
3) Immigration and Naturalization Services files on Visa students
4) SUS Student Course Files transfers.

Additionally, using findings from this facet of the project, the issue of the unknown status category will be pursued on the State level with the end of developing a "forgiveness ratio" beyond a reasonable known placement rate. For example, if reasonable effort to locate graduates is demonstrated (at least 85% located), the remaining 15% of unknowns can be distributed using the known placement of the located group.

The second objective was directed at developing an employer follow-up scale that would yield data reflecting the needs of employers and which would suggest areas for program improvement. To this end, the

Employer Evaluation Scale was developed. The population on which this instrument was field-tested consisted of five major programs covering a variety of fields. The population was further delineated by inclusion of only those employers within these fields who 1) were not surveyed in the 1985-86 report year using the State's Employer Follow-Up Form, 2) among those surveyed did not respond, and 3) had graduates in programs related to their field of training. This more "difficult population" constituted the data base for the employer portion of the study. In conjunction with the employer survey, reactions to the "Right to Privacy Act" and the "Company Disclosure Policy." were reexamined.

Findings

The findings of this project are organized into the two major efforts described....unknown status and employer survey.

Unknown Status

1. In-State Private Colleges and Universities

Graduates who do not respond to the three mailouts of the State required survey of former students and who are not on the State tapes, by default, become part of the unknown status category. Empirical though unsummarized evidence across years reveal that MDCC students transfer to private institutions of higher learning. In attempting to obtain hard data, twelve private institutions of higher learning in Florida were contacted (Table 1). Data requested appeared simple and straightforward---name of student and Social Security Number for transfer enrollment in 1985-86. It was intended that these data elements would be matched against MDCC demographic files for particulars. Ten of the contacted institutions responded with data in formats programmed for or allowable by their systems.

As the column labeled "Disposition of MDCC Transfers" suggests, institutions have different computer capacities and data generation limitations. Limitations with respect to Institutional Research requests might be that institutions 1) do not keep or ask for

Table 1

Private Institutions of Higher Learning in Florida
Contacted for Miami-Dade Community College Transfers
in 1985-86

Institution	Disposition of M-DCC Transfers
Barry University	97 records
Bethune Cookman	2 transfers
Florida Institute of Technology	9 transfers
Florida Memorial College	159 names, no years designated
Jacksonville University	2 1985-86 transfers
Miami Christian College	2 students
Nova University	No computer capability for sort by college
Saint Leo College	Did not follow through on intentions
St. Thomas University	54 records for 1985-86
Stetson University	2 students
University of Miami	96 enrollments
University of Tampa	3 students
Total Transfers	436

Number of private in-state institutions contacted	12
Number of these institutions responding	10
Percent of responses	83

information about previous schools attended for their electronic files, 2) can only give gross aggregate by year, 3) have no sort capacity, 4) have no electronic files, 5) file transcripts from transferring institutions in order of receipt with or without social security numbers, and 6) have no year of transfer designated.

From these ten private Florida four year institutions of higher learning, 436 former MDCC students were found. However, even when given transfer enrollments from MDCC for 1985-86 with student name and social security numbers, matches against MDCC files were low for graduates in 1983-84 and 1984-85. A check of the 1985-86 graduates showed that the largest numbers of enrollments for this cohort were found at the University of Miami and St. Thomas University. Though Florida Memorial College showed 159 names and Barry University showed 97 records, matches against designated years were minimal.

To verify the possibility that non-matches were Leavers, State defined Leavers files were checked for 1983-84 and 1984-85. Data also showed low matches. Thus far, we know that there were 436 transfers from MDCC to ten private four-year institutions. We also know that most are not 1983-84, 1984-85 Completers or Leavers. Time strictures do not permit knowing, at this point, the actual year of graduation or departure from MDCC or the exact year of matriculation in the upper levels. It is possible, as is characteristic of community college students that a period of "dropping out" occurred before enrollment in these institutions took place. The size of these non-matches leads the writer to believe that these persons can be found in files prior to 1983-84. Another possible explanation of non-matches may be the name changes of female students as their marital status changed. Time prevented the programming for and investigation of "back-year" data.

2. Out-of-State Universities

Self-reported data from among respondees to past years Placement and Follow-up surveys of former students show transfers to out-of-state universities. Another source of transfer information has been those reported in "Serving the Superior Student" by George Emerson, Director

Table 2

Out-of-State Institutions of Higher Learning
Contacted for 1983-84 to 1985-86
Miami-Dade Community College Transfers

Institution	Disposition of M-DCC Transfers
Alabama A & M University	No Response
Alabama State University	2 students 1983-84, 1 in 1984
California State University	No out-of-state tracking system
Georgetown University	Student permission needed for name release
Georgia State University	114 students 1983-84 through 1985-86
Indiana University	No response
Loyola University (New Orleans)	17 from 1984-1986
Massachusetts Institute of Tech.	No response
Purdue University	104, 51 since 1979, 53 prior to 1979
Smith College	2 students; 1 in 1983, 1 in 1985
State University of N.Y.	Need to contact 64 decentralized centers
University of Chicago	8 transfers, 3 in grad School of Business, Divinity, Medicine.
University of Pennsylvania	No response
University of South Carolina	21 students 1983-84 through 1985-86
Total Transfers	268

Number contacted 14
Number responded 10
Percent of responses 71

of the College Honors Program at MDCC South. The selected institutions in Table 2 were compiled from these sources. Seventy-one percent (or 10 out of 14 of these institutions responded to requests for names of MDCC transferees to their campuses in 1983-84 through 1985-86. System limitations again influenced the number of students found and the latitude for data interpretation. Out-of-state transfer records may not be kept, names may not be released without the student's permission, only aggregate data may have been available, and record keeping may be campus responsibility in multi-complex universities (64 centers at the State University of N.Y).

What can be conservatively stated overall, is that there were 268 students found in responses from seven universities. Though there were 104 transfers to Purdue University and 114 to Georgia State University, hits for the years in questions were low. Among the non-respondent institutions, Emerson reported two scholarship students (1985) in Avionics and Computer Engineering at the Massachusetts Institute of Technology, 3 students (1985) at Georgetown University, and a scholarship student (1985) in the School of Engineering at the University of Pennsylvania. This small body of data suggests that were time and resources available, the exploration of other out-of-state universities would reveal more transfers from MDCC.

3. The Immigration and Naturalization Services Files

Until the 1984-85 State Report Year, community colleges in the State of Florida were required to report placement data for its Non-Resident Alien (NRA) graduations of the Associate in Science and Planned Certificate programs. This placed MDCC at a disadvantage on two counts: 1) in having the largest population of NRA among institutions of higher education in the United States for which accountability was required, and 2) in tracking a highly transient population. The accountability needs motivated an investigation into the possibility of obtaining immigration department location data of NRAs who fell into the unknown placement status category. In 1984-85 the U.S. Department of Justice Immigration and Naturalization Services (INS) initiated the use of the Student Status Form. This form

represented a more systematic and formalized manner of updating the status of F-1 visa (NRA) students. The MDCC Student Number and the Social Security number traces, while useful for tracking U.S. citizen and Immigrant Alien students, were not applicable in the case of NRAs.

The Student Status Form documents contained what promised to be the key identifier which would link MDCC NRA with INS records. This identifier, the INS Admission Number on the Student Status Form is found also on the I-20 Immigration Application Form. Although for the 1985-86 Report Year, the State no longer requires that NRA completers remain a component of the Placement Pool, those who are of known "successful placements" can be included in the Pool (total number of program graduates.) For programs showing marginal program review success ratios (60%-70%), the location of heretofore unknown NRA graduates (who are working in a field related to program training or continuing education), could be vital to the continuity of program funding.

Hence, in spite of the lifting of State requirements, this potential source of information through the INS Admissions Number was pursued for applicability in subsequent years. However, immigration officers queried offered that it was also difficult for the INS to update the movements of visa students. Compliance to INS regulations is not altogether forthcoming from this population. Aside from that, the Privacy Act is tightly adhered to and location information is seldom given to private individuals or institutions. Only authorized federal agencies have access to this information.

4. The State University System (SUS) Student Course Files

Feedback information on transfers to state universities comes from the SUS Student Course Files. These data are captured once yearly during the fall semester and form the basis for the education status of community college student transfers to the Florida public universities. Clearly, those who matriculate during the winter, spring, and summer do not, therefore, appear in the annual state report as continuing education unless data come from other sources. Continuing education,

according to the Department of Education, Division of Community Colleges is a mark of program success for Completers or Leavers of the Advanced and Professional or occupational award programs.

Across the state among community colleges, there are chasms in data on Associate in Arts transfers essential for research purposes. When one considers that community college students are unlike the traditional student with regard to the continuity and "full-timeness" of enrollment, it is very likely that the three missing term tapes would reveal substantial numbers of hidden matriculants. Notwithstanding redundancy, MDCC Fall Term SUS data contain only data selected from the field called "last school of transfer." If a student transferred from MDCC to another Florida community college before finally enrolling in the SUS, as for instance to Broward Community College (BCC), when the fall tapes are produced, this student would be shown in this field as having transferred from BCC. The fact that he may have completed the major portion of this program at MDCC has no bearing in this tape field set-up. He is credited solely as a BCC transfer. Likewise, the reverse is true. For the period of May 1985 to May 1986, Broward Community College had 871 MDCC transfer students. Quite aside from their nature (whether leavers or graduates, sequential or concurrent students, educational intent, etc), the paucity of data about the movements of community college students within the system, severely inhibits the depth to which research possibilities can reach or worse yet, the accuracy of transfer data.

Employer Survey

The instrument "Employer Evaluation Scale" was developed for threefold purposes: 1) To satisfy state requirements, and 2) to ascertain employers opinions regarding employee satisfaction, and more importantly, 3) to determine employer needs. In an era of rapidly changing technology, annual employer surveys may show a pattern indicating the changing needs of the labor market and the state of the art. The instrument was both appraised by occupational program administrators and pilot-tested on selected programs.

1. Reactions of Administrators to the Employer Evaluation Scale

While the returns from the employers of the pilot-tested Employer Evaluation Scale (EES) provided essential data, the opinions of the deans of occupational programs and chairpersons of occupational programs were also solicited (Appendix B). It was assumed that the input from these persons would provide data valuable for instrument refinement and increase the empirical quality of the data in meeting the needs of occupational chairpersons.

Of the thirty-nine persons whose evaluations of the scale were solicited, 35 persons (90%) responded. Modal rating for the usefulness of the details of job performance was 89%. The specific rating categories and results are found in Table 3. The Employer Evaluation Scale contained data required by the State of Florida and was expanded to include data needed at MDCC. Characteristics measured were either directly taught in the program courses or indirectly fostered by course criteria and expectation levels. Nonetheless, these characteristics are believed significant for quality productivity.

Administrator reactions centered around the relevance of the scale to their particular program. Opinion of lack of specific program relevance was noted as "not useful" by the rater. Suggestions to increase usefulness were offered alongside the variable in the comment column. Each comment listed under general comments represents the contribution of one person. Because the scale was developed to generally cover all employers of all occupational programs, it logically could not be criterion-referenced specifically to any one program. This latter quality was accommodated in the "Not Applicable" response column of the EES.

2. The Privacy Act and Company Disclosure Policy

In a memorandum dated January 15, 1979, from Lee G. Henderson (then Director of the Division of Community Colleges) to Community College Presidents (Appendix C), the issue of contacting employers of former students was discussed. The interpretation of the Family Educational Rights and Privacy Act of 1974 was interpreted by the

Table 3

Summary of the Reactions of Administrators
Of Occupational Programs
To The Employer Evaluation Scale

Item	Useful No.	Useful %	Comments
3. (Job Performance)			
a. Technical knowledge	31	89	Must be evaluated by 1st line supervisor
b. Work attitude	30	86	
c. Work quality	30	86	
d. Work quantity	30	86	
e. Willingness to learn	31	89	
f. Acceptance of responsibility	32	91	
g. Compliance with rules	29	83	
h. Work attendance	32	91	Is this really needed?
i. Punctuality in completing tasks	28	80	Efficiency in completing task(s)
j. Cooperation with management	29	83	
k. Cooperation with co-workers	31	89	
l. Following instructions	31	89	
m. Communication skills	31	89	
n. Mathematical skills	28	80	Add analytical & problem solving skills
o. Organizational skills	29	83	
p. Skill in operating equipment	27	77	
q. Overall job performance	31	89	
4. (Employment Outlook)			
Present	27	77	Not sure employer would know this
Future	27	77	Define retrenchment
5. (State of Florida Required Comparison)	17	49	
6. (Hiring Source)	27	77	
7. (Skills Suggestions)	23	66	Should be a check list
8. (Training Suggestions)	24	69	We don't train, we educate

Number Surveyed = 39
Number Respondents = 35 (90%)

General Comments:

1. Excellent
2. May result in litigation initiated by employee
3. A.O.K.
4. Seems comprehensive
5. Items b, e, f, g, h, i, j, k, l are not part of program training except possible as a by-product
6. How do these questions help me as a program manager?
7. Seems to be an attitudinal assessment
8. Include reason to support opinion for job outlook (as conditions in industry, economy, company)
9. Cannot change work attitude, quality or quantity in the classroom; unable to teach responsibility or cooperation; scale is too long
10. Survey covers most of the areas desired
11. Seems comprehensive and all aspects should provide useful information
12. Overall, I like the form and format
13. Does employer have other Miami-Dade Community College graduates in their department?

Division to allow the contact of employers regarding the evaluation of employees without obtaining permission from the employee to do so. This interpretation stemmed from the advice of the Fair Information staff of the United States Department of Health, Education, and Welfare which stated that "if the directory information contains language indicating the fact of graduation, the college may contact an employer concerning a former student's on-the-job evaluation without getting additional permission from the former students. This allowability was further verified by the then Vice-President for Educational Services in an administrative memorandum.

The Office of Institutional Research has until the 1984-85 State Report Year secured permission directly from the employee for this contact. A contingency of factors eventuated in a return rate of employer survey responses of approximately 5% across the years. Two categories of conditions limited the return rates:

a. The former student must have:

   1) received the Survey of Former Student questionnaire through the postal services,

   2) responded to the questionnaire and returned it,

   3) given permission to the college to have the job performance reviewed,

   4) been employed in a field related to training,

   5) completed employer's name and address accurately, and

   6) notated current supervisor contact information.

b. The employer must have:

   1) had no policy forbidding disclosure,

   2) decided to honor the request, and

   3) returned the evaluation in time for processing.

In 1985-86 the postal mailer survey (Appendix A) supplanted the Survey of Former Student form (Appendix D). Employer contact was implied in the former. Without direct permission, the fact

of employment relationship to training initiated the sending of the Employer Follow-up Form, an employer survey required by the State of Florida. Usable returns from employers was 14.2% of total postal mailers sent. Only one employer within the group surveyed imposed a company disclosure policy. Some enterprises requested that the employee give written consent while other companies firmly refused to disclose any information whatsoever.

Among the employers of the pilot Employer Evaluation Scale survey (N=131), only one employer indicated a disclosure policy. Four employees were involved in this latter group. Permission was requested of the employee. Again, follow-up telephone calls were necessitated. The difficulty of getting through to the employee adds to the expenditure of time and personnel quite aside from not obtaining the permission. In a word, the Privacy Act interpretation facilitates the increase in the employer survey return rate while the Company Disclosure Policy decreases it.

3. The Employer Evaluation Scale

Five major programs covering the variability of vocational programs were selected for global surveying. These programs were Nursing ADN, Business Data Processing, Executive Secretary, Electronics Technology, and Fire Science. Many respondents to the postal mailer who were employed in fields related to their training offered addresses of employers for employer survey contact. This supply source of supervisor's name proved useful. The questionnaire used in conjunction with the postal mailer was the "Employer Follow-up Form" (Appendix E). Only the graduates of the five programs named above who:

a. did not respond to the postal mailer survey of former students and

b. were in related employment as determined by the CIP/SIC bridge and

c. had usable employer addresses as supplied by the Department of Commerce tape or

d. had employers who did not responds to the Employer Follow Form

Table 4

Population Characteristics of Programs Surveyed
With the Employer Evaluation Scale

M-DCC Program Code	Title of Program	Number Grads 1984-85	Placement Rate* 1981 1982	1982 1983	1983 1984	No Address No.	No Address %	Unrelated Employment No.	Unrelated Employment %	Responses to State Survey No.	Responses to State Survey %	Base Population No.	Base Population Percent of Grads
82	Nursing ADN	99	88%	108%**	82%	16	16.2	4	4.0	14	14.1	65	65.7
55	Bus. Data Proc.	55	66%	89%	61%	21	38.2	13	23.6	6	10.9	15	27.3
K7	Exec. Secretary	43	81%	94%	81%	9	20.9	2	4.7	12	27.9	20	46.5
56	Electronics Tech.	51	66%	105%**	63%	17	33.3	12	23.5	3	5.9	19	37.3
T1	Fire Science	20	86%	106%	89%	4	20.0	2	10.0	2	10.0	12	60.0
	Total	268	-	-	-	67	25.0	33	12.3	37	13.8	131	48.9

*Success ratio of 70% (placement rate) is required by the State of Florida. Rates include Completers who are continuing education or who are in employment related to their field of training. Rates may reflect duplicated status of an individual.

**For this year, the State counted graduates twice if they were employed in field and continuing their education.

were sent the new instrument, the EES. Table 4 gives the characteristics of the population surveyed with this latter instrument. The extreme right columns represent the base population surveyed. For example, sixty-five employers were sent questionnaires in the Nursing program. In totality, 131 employers were intensely surveyed.

The Placement rates on the same table are cited to show that across three years, two major programs (Business Data Processing, Electronics Technology) are marginal to the 70% Program Review criteria. The lack of employment data (No Address column) for these programs---38% and 33% respectively influence program survival. No CIP/SIC code matches can be made. A number of MDCC programs that are not involved in this pilot study show marginal success rates, similarly, due largely to no address and, therefore, of unknown placement status if no SUS match can be made either.

Two weeks subsequent to mailouts, employers who did not respond were contacted by telephone. The telephone follow-up posed numerous problems:

a) The Department of Labor and Commerce tape may
   1. contain no telephone number for the company
   2. have a tax office address or headquarter address out of state for a local company under another name and with numerous branches.

b) The firm may be decentralized with no record of who is employed at the different branches.

c) No Miami telephone number is available in the directory.

d) The telephone is disconnected with no reference lead.

e) The answering service is the only contact and calls are not returned.

f) The parent corporation may have branches, each with a different name.

g) The individual was never employed there.

h) The individual was employed for only a short time.

i) The evaluating supervisor is no longer employed there.

j) No record of employment is found (may be due to name changes).

With persistence and inordinate expenditure of time, most employers (71) were finally contacted by telephone. The number of calls made to employers amounted to 134 calls for an average of 1.78 calls per employer. This average appears low because some employers may have had as many as 6 MDCC graduates employed by them in a given year. The amount of time consumed in trying to locate a plausible, feasible telephone number needs also to be taken into account. A "second request" questionnaire was then mailed after explaining the purposes and (hopefully) securing their cooperation. Because of the lack of specificity oftentimes in the first mailout (immediate supervisor's name unavailability), the initial questionnaire may not have gotten to the proper department. Fifty-five (73%) second request questionnaires were sent.

Employer Responses to the Employer Evaluation Scale Survey

Tables 5 to 10 are summaries of the responses to the EES regarding the quality of performance and personal characteristics of MDCC graduates in their employ. Table 5 shows the aggregated summary of the five programs studied in depth---Nursing ADN, Secretarial Science, Business Data Processing Computer Programming, Electronics Technology, and Fire Science. Of the 131 questionnaires sent, 92 employers (70%) responded. The willingness to learn category received the highest percentage of excellent ratings (63.1%). In an era of rapid changes, it is not surprising that this is a well-valued characteristic. Other categories receiving nearly as high an excellent rating were work attendance (59.7%), cooperation with management (56.0%) and cooperation with co-workers (54.0%). Categories receiving the highest good ratings were technical knowledge (54.4%), communication skills (53.2%), organization skills (52.7%), and skills in operating equipment (48.7%).

Table 5

Summary of Responses to the Employer Evaluation Scale
For the Aggregation of Programs
1984-85 Graduates

ITEM 3. JOB PERFORMANCE RATINGS

Category	Does Not Apply		Ratings								Number
			Excellent		Good		Average		Poor		
	No.	%	No.	%	No.	%	No.	%	No.	%	
a. Technical knowledge*	3	4.4	26	38.2	37	54.4	1	1.5	1	1.5	68
b. Work attitude*			40	51.3	28	35.9	9	11.5	1	1.3	78
c. Work quality*			34	43.6	34	43.6	10	12.8			78
d. Work quantity	1	1.3	32	41.0	34	43.6	11	14.1			78
e. Willingess to learn			48	63.1	23	30.3	5	6.6			76
f. Acceptance of responsibility			41	51.9	28	35.4	10	12.7			79
g. Compliance with rules			41	53.9	25	32.9	10	13.2			76
h. Work attendance			46	59.7	24	31.2	4	5.2	3	3.9	77
i. Punctuality in completing tasks	1	1.3	32	41.0	35	44.8	8	10.3	2	2.6	78
j. Cooperation with management			42	56.0	26	34.7	7	9.3			75
k. Cooperation with co-workers			41	54.0	26	34.2	9	11.8			76
l. Following instructions			32	41.5	34	44.2	11	14.3			77
m. Communication skills			25	32.5	41	53.2	9	11.7	2	2.6	77
n. Mathematical skills	15	20.1	22	29.3	34	45.3	4	5.3			75
o. Organizational skills	2	2.6	21	27.6	40	52.7	12	15.8	1	1.3	76
p. Skills in operating equipment	4	5.4	28	37.8	36	48.7	6	8.1			74
q. Overall job performance*			33	43.4	36	47.4	7	9.2			76
Total Rating	26	2.0	584	45.1	541	41.8	133	10.3	10	0.8	1,294

*State of Florida required rating.

N = 131
Returns = 92
Usable Returns = 78

Table 5

Summary of Responses to the Employer Evaluation Scale
For the Aggregation of Programs
1984-85 Graduates
(continued)

ITEM 4. OPINION OF EMPLOYMENT OUTLOOK

	Present		Future	
Category	No.	%	No.	%
Appreciable growth				
Slight increase				
Steady state	(Not apropos for aggregation)			
Slight decline				
Retrenchment				
Total				

ITEM 5. RATING OF PERFORMANCE WITH vs. WITHOUT TRAINING*

Category	Number	Percent
No basis for comparison	23	32.8
Individual is better prepared	20	28.6
Both are about the same	27	38.6
Individual is less prepared		
Total	70	100.0

ITEM 6. PRIMARY HIRING SOURCE

Category	Number	Percent
Employment agency	1	1.5
College faculty member	1	1.5
College job placement office		
Company recruitment	8	11.6
Mutual acquaintance	5	7.2
Individual applied on own initiative	44	63.8
Don't know	5	7.2
Other	5	7.2
Total	69	100.0

*State of Florida required rating.

These specific employer evaluations are consistent with reports and research studies over the past current years regarding trends and valuations in the labor market. Overall total superior ratings (excellent/good) for the aggregation of programs for MDCC graduates in 1985-86 was 86.9%.

On page 2 of Table 5, employers were roughly divided by thirds in their rating of the performance of MDCC graduates compared to those without training. This rating item which is required by the State is a moot comparison. In many occupational programs, particularly those associated with the health field, licensure is required. Licensure would not be feasible without training and examination certification. Table 5 also shows that most graduates obtained their employment as a result of their own initiative (63.8%) rather than through the aid of various external hiring sources.

Table 6 deals with the Nursing ADN program. Of the 65 employers who were sent the EES. 46 (71%) responded. However, only 39 responses were usable. Total rating for all categories showed 82.7% responses excellent or good. Only 1% of employer ratings indicated dissatisfaction with employment performance of MDCC ADN graduates in 1985-86. Looking at specific categories, the highest percent rating for excellent (55.3%) was in the willingness to learn category. The highest rating for good (56.8% was for technical knowledge. Combined superior ratings for this category was 75.7%.

Fifty percent of the employers indicated appreciable growth for the present and future outlook for employment in this field. While the lauds confirm that there is a good match between college training and employer satisfaction, comments and recommendations of employers are markedly revealing (Appendix F). Verbatim suggestions from numerous Dade County health care facilities, directors of nursing, physicians, and head nurses indicate, in general, desire for intensification of curriculum emphases in clinical/preceptorship training and management skills. Students who graduated from the program and are employed in

Table 6

Summary of Responses to the Employer Evaluation Scale
For the Nursing ADN Program
1984-85 Graduates

ITEM 3. JOB PERFORMANCE RATINGS

Category	Does Not Apply		Ratings								Number
			Excellent		Good		Average		Poor		
	No.	%	No.	%	No.	%	No.	%	No.	%	
a. Technical knowledge*			7	18.9	21	56.8	8	21.6	1	2.7	37
b. Work attitude*			18	46.2	14	35.9	6	15.4	1	2.5	39
c. Work quality*			11	28.2	21	53.9	7	17.9			39
d. Work quantity			11	28.2	19	48.7	9	23.1			39
e. Willingess to learn			21	55.3	14	36.8	3	7.9			38
f. Acceptance of responsibility			17	43.6	16	41.0	6	15.4			39
g. Compliance with rules			17	44.7	15	39.5	6	15.8			38
h. Work attendance			19	50.0	15	39.4	2	5.3	2	5.3	38
i. Punctuality in completing tasks			14	35.9	17	43.6	6	15.4	2	5.1	39
j. Cooperation with management			16	42.1	17	44.7	5	13.2			38
k. Cooperation with co-workers			19	51.4	12	32.4	6	16.2			37
l. Following instructions			13	34.2	17	44.7	8	21.1			38
m. Communication skills			10	26.3	20	52.6	8	21.1			38
n. Mathematical skills	4	11.1	10	27.8	19	52.8	3	8.3			36
o. Organizational skills			8	21.6	20	54.1	8	21.6	1	2.7	37
p. Skills in operating equipment			9	25.0	22	61.1	5	13.9			36
q. Overall job performance*			9	23.1	25	64.1	5	12.8			39
Total Rating	4	0.6	229	35.5	304	47.2	101	15.7	7	1.0	645

*State of Florida required rating.

N = 65
Returns = 46 (71%)
Usable Returns = 39

Table 6

Summary of Responses to the Employer Evaluation Scale
For the Nursing ADN Program
1984-85 Graduates
(continued)

ITEM 4. OPINION OF EMPLOYMENT OUTLOOK

	Present		Future	
Category	No.	%	No.	%
Appreciable growth	19	52.8	16	50.0
Slight increase	5	13.9	6	18.8
Steady state	10	27.8	5	15.6
Slight decline	2	5.5	5	15.6
Retrenchment	0	0.0	0	0.0
Total	36	100.0	32	100.0

ITEM 5. RATING OF PERFORMANCE WITH vs. WITHOUT TRAINING*

Category	Number	Percent
No basis for comparison	10	27.8
Individual is better prepared	4	11.1
Both are about the same	22	61.1
Individual is less prepared	0	0.0
Total	36	100.0

ITEM 6. PRIMARY HIRING SOURCE

Category	Number	Percent
Employment agency	0	0.0
College faculty member	0	0.0
College job placement office	0	0.0
Company recruitment	4	10.8
Mutual acquaintance	2	5.4
Individual applied on own initiative	27	73.0
Don't know	1	2.7
Other	3	8.1
Total	37	100.0

*State of Florida required rating.

the field confirm these recommendations as shown in the annual Survey of Former Students questionnaire.

Table 7 presents the response summary by employers for the Secretarial Science program. Of the 20 employers to whom the questionnaire was sent, 14 of them responded (70%). Eleven of these responses were usable. Cooperation with management was chosen by 91% of employers for the excellence rating, followed by willingness to learn at 81.8%. High excellent ratings were given for work attitude, acceptance of responsibility, compliance with rules and cooperation with co-workers. It appears that graduates of the Secretarial Science program are well socialized into employer expectations. The combined superior ratings were 89.3%. Employment outlook for secretaries is projected to either increase slightly or to grow appreciably by 80% of respondents both for the present and in the future. Employers suggested teaching computer skills and writing skills in Spanish.

The employer evaluation summary for Business Data Processing Computer Programming is found in Table 8. Nine of the fifteen employers in this field responded (60%). Eight returns were usable. Five categories (willingness to learn, acceptance of responsibility, compliance with rules, cooperation with management, and cooperation with co-workers) received 50% or higher excellent ratings. Several of these same categories received the balance of the ratings for good. Graduates from this program, while diversified in employment opportunities may not (at least at the entry level), be required to utilize skills proportionate to skills developed during their college training. Employers were in accord with the thrust of messages from futurists regarding growth in the computer technology field despite the immediate temporary lull. In regard to job performance with versus without training in this field, 50% of employers thought that the work quality of those who were trained exceeded those who received no training. Employers suggested that this program include time management, organizational skills and technical training in computer repair.

Table 7

Summary of Responses to the Employer Evaluation Scale
For the Executive Secretary Program
1984-85 Graduates

ITEM 3. JOB PERFORMANCE RATINGS

Category	Does Not Apply		Ratings: Excellent		Good		Average		Poor		Number
	No.	%	No.	%	No.	%	No.	%	No.	%	
a. Technical knowledge*	1	9.0	6	54.7	3	27.3	1	9.0			11
b. Work attitude*			8	72.7	3	27.3					11
c. Work quality*			6	54.6	4	36.4	1	9.0			11
d. Work quantity			6	54.6	4	36.4	1	9.0			11
e. Willingess to learn			9	81.8	2	18.2					11
f. Acceptance of responsibility			8	72.7	3	27.3					11
g. Compliance with rules			8	72.7	3	27.3					11
h. Work attendance			7	63.7	3	27.3			1	9.0	11
i. Punctuality in completing tasks			6	54.6	4	36.4	1	9.0			11
j. Cooperation with management			10	91.0	1	9.0					11
k. Cooperation with co-workers			8	72.8	2	18.2	1	9.0			11
l. Following instructions			6	54.6	4	36.4	1	9.0			11
m. Communication skills			5	45.4	4	36.4			2	18.2	11
n. Mathematical skills	4	36.4	2	18.2	4	36.4	1	9.0			11
o. Organizational skills			5	45.5	5	45.5	1	9.0			11
p. Skills in operating equipment	3	27.3	5	45.4	3	27.3					11
q. Overall job performance*			7	63.7	3	27.3	1	9.0			11
Total Rating	8	4.3	112	59.9	55	29.4	9	4.8	3	1.6	187

*State of Florida required rating.

N = 20
Responses = 14 (70%)
Usable Responses = 11

Table 7

Summary of Responses to the Employer Evaluation Scale
For the Executive Secretary Program
1984-85 Graduates
(continued)

ITEM 4. OPINION OF EMPLOYMENT OUTLOOK

	Present		Future	
Category	No.	%	No.	%
Appreciable growth	4	40.0	4	50.0
Slight increase	4	40.0	4	50.0
Steady state	2	20.0		
Slight decline				
Retrenchment				
Total	10	100.0	8	100.0

ITEM 5. RATING OF PERFORMANCE WITH vs. WITHOUT TRAINING*

Category	Number	Percent
No basis for comparison	4	36.4
Individual is better prepared	6	54.6
Both are about the same	1	9.0
Individual is less prepared		
Total	11	100.0

ITEM 6. PRIMARY HIRING SOURCE

Category	Number	Percent
Employment agency		
College faculty member		
College job placement office		
Company recruitment		
Mutual acquaintance	2	20.0
Individual applied on own initiative	4	40.0
Don't know	3	30.0
Other	1	10.0
Total	10	100.0

*State of Florida required rating.

Table 8

Summary of Responses to the Employer Evaluation Scale
For the Business Data Processing Computer Programming Program
1984-85 Graduates

ITEM 3. JOB PERFORMANCE RATINGS

Category	Does Not Apply		Ratings								Number
			Excellent		Good		Average		Poor		
	No.	%	No.	%	No.	%	No.	%	No.	%	
a. Technical knowledge*	2	25.0	2	25.0	4	50.0					8
b. Work attitude*			2	25.0	4	50.0	2	25.0			8
c. Work quality*			3	37.5	4	50.0	1	12.5			8
d. Work quantity	1	12.5	2	25.0	4	50.0	1	12.5			8
e. Willingess to learn			4	57.1	1	14.3	2	28.6			7
f. Acceptance of responsibility			4	50.0	2	25.0	2	25.0			8
g. Compliance with rules			4	50.0	2	25.0	2	25.0			8
h. Work attendance			5	62.5	1	12.5	2	25.0			8
i. Punctuality in completing tasks	1	12.5	3	37.5	3	37.5	1	12.5			8
j. Cooperation with management			4	50.0	2	25.0	2	25.0			8
k. Cooperation with co-workers			4	50.0	2	25.0	2	25.0			8
l. Following instructions			3	37.5	4	50.0	1	12.5			8
m. Communication skills			3	37.5	4	50.0	1	12.5			8
n. Mathematical skills	3	37.5	2	25.0	3	37.5					8
o. Organizational skills	1	12.5	3	37.5	3	37.5	1	12.5			8
p. Skills in operating equipment	1	12.5	3	37.5	3	37.5	1	12.5			8
q. Overall job performance*			3	50.0	2	33.3	1	16.7			6
Total Rating	9	6.8	54	40.6	48	36.1	22	16.5			133

*State of Florida required rating.

N = 15
Returns = 9 (60%)
Usable Returns = 8

Table 8

Summary of Responses to the Employer Evaluation Scale
For the Business Data Processing Computer Programming Program
1984-85 Graduates
(continued)

ITEM 4. OPINION OF EMPLOYMENT OUTLOOK

	Present		Future	
Category	No.	%	No.	%
Appreciable growth	1	14.3	3	42.8
Slight increase	2	28.6	1	14.3
Steady state	3	42.8	2	28.6
Slight decline	1	14.3	1	14.3
Retrenchment				
Total	7	100.0	7	100.0

ITEM 5. RATING OF PERFORMANCE WITH vs. WITHOUT TRAINING*

Category	Number	Percent
No basis for comparison	2	25.0
Individual is better prepared	4	50.0
Both are about the same	2	25.0
Individual is less prepared		
Total	8	100.0

ITEM 6. PRIMARY HIRING SOURCE

Category	Number	Percent
Employment agency	1	12.5
College faculty member		
College job placement office		
Company recruitment	1	12.5
Mutual acquaintance	1	12.5
Individual applied on own initiative	4	50.0
Don't know	1	12.5
Other		
Total	8	100.0

*State of Florida required rating.

Table 9

Summary of Responses to the Employer Evaluation Scale
For the Electronics Technology Program
1984-85 Graduates

ITEM 3. JOB PERFORMANCE RATINGS

Category	Does Not Apply		Ratings								Number
			Excellent		Good		Average		Poor		
	No.	%	No.	%	No.	%	No.	%	No.	%	
a. Technical knowledge*			5	55.6	4	44.4					9
b. Work attitude*			5	55.6	3	33.3	1	11.1			9
c. Work quality*			7	77.8	1	11.1	1	11.1			9
d. Work quantity			6	66.7	3	33.3					9
e. Willingess to learn			7	77.8	2	22.2					9
f. Acceptance of responsibility			5	55.6	3	33.3	1	11.1			9
g. Compliance with rules			5	55.6	2	22.2	2	22.2			9
h. Work attendance			8	88.9	1	11.1					9
i. Punctuality in completing tasks			3	33.3	6	66.7					9
j. Cooperation with management			6	66.7	1	11.1	2	22.2			9
k. Cooperation with co-workers			4	44.4	5	55.6					9
l. Following instructions			3	33.3	5	55.6	1	11.1			9
m. Communication skills			1	11.1	8	88.9					9
n. Mathematical skills	2	22.2	3	33.3	4	44.5					9
o. Organizational skills	1	11.1	1	11.1	6	66.7	1	11.1			9
p. Skills in operating equipment			5	55.6	3	33.3	1	11.1			9
q. Overall job performance*			7	77.8	2	22.2					9
Total Rating	3	2.0	81	52.9	59	38.6	10	6.5			153

*State of Florida required rating.

N = 19
Returns = 12 (63%)
Usable Returns = 9

Table 9

Summary of Responses to the Employer Evaluation Scale
For the Electronics Technology Program
1984-85 Graduates
(continued)

ITEM 4. OPINION OF EMPLOYMENT OUTLOOK

	Present		Future	
Category	No.	%	No.	%
Appreciable growth	2	20.0	4	44.5
Slight increase	4	40.0	3	33.3
Steady state	4	40.0	1	11.1
Slight decline			1	11.1
Retrenchment				
Total	10	100.0	9	100.0

ITEM 5. RATING OF PERFORMANCE WITH vs. WITHOUT TRAINING*

Category	Number	Percent
No basis for comparison	3	30.0
Individual is better prepared	5	50.0
Both are about the same	2	20.0
Individual is less prepared		
Total	10	100.0

ITEM 6. PRIMARY HIRING SOURCE

Category	Number	Percent
Employment agency	1	11.1
College faculty member		
College job placement office	3	33.3
Company recruitment		
Mutual acquaintance	4	44.5
Individual applied on own initiative		
Don't know	1	11.1
Other		
Total	9	100.0

*State of Florida required rating.

Table 10

Summary of Responses to the Employer Evaluation Scale
For the Fire Science Program
1984-85 Graduates

ITEM 3. JOB PERFORMANCE RATINGS

Category	Does Not Apply		Ratings: Excellent		Good		Average		Poor		Number
	No.	%	No.	%	No.	%	No.	%	No.	%	
a. Technical knowledge*			6	54.5	5	45.5					11
b. Work attitude*			7	63.6	4	36.4					11
c. Work quality*			7	63.6	4	36.4					11
d. Work quantity			7	63.6	4	36.4					11
e. Willingess to learn			7	63.6	4	36.4					11
f. Acceptance of responsibility			7	63.6	4	36.4					11
g. Compliance with rules			7	63.6	4	36.4					11
h. Work attendance			7	63.6	4	36.4					11
i. Punctuality in completing tasks			6	54.5	5	45.5					11
j. Cooperation with management			6	54.5	5	45.5					11
k. Cooperation with co-workers			6	54.5	5	45.5					11
l. Following instructions			7	63.6	4	36.4					11
m. Communication skills			6	54.6	5	45.5					11
n. Mathematical skills	2	18.1	5	45.5	4	36.4					11
o. Organizational skills			4	36.4	6	54.5	1	9.1			11
p. Skills in operating equipment			6	54.5	5	45.5					11
q. Overall job performance*			7	63.6	4	36.4					11
Total Rating	2	1.1	108	57.8	76	40.6	1	0.5			187

*State of Florida required rating.

N = 12
Returns = 12 (100%)
Usable Returns = 11

Table 10

Summary of Responses to the Employer Evaluation Scale
For the Fire Science Program
1984-85 Graduates
(continued)

ITEM 4. OPINION OF EMPLOYMENT OUTLOOK

	Present		Future	
Category	No.	%	No.	%
Appreciable growth	1	9.1	3	27.2
Slight increase	4	36.4	4	36.4
Steady state	6	54.5	4	36.4
Slight decline				
Retrenchment				
Total	11	100.0	11	100.0

ITEM 5. RATING OF PERFORMANCE WITH vs. WITHOUT TRAINING*

Category	Number	Percent
No basis for comparison	4	80.0
Individual is better prepared	1	20.0
Both are about the same		
Individual is less prepared		
Total	5	100.0

ITEM 6. PRIMARY HIRING SOURCE

Category	Number	Percent
Employment agency		
College faculty member		
College job placement office		
Company recruitment		
Mutual acquaintance	5	100.0
Individual applied on own initiative		
Don't know		
Other		
Total	5	100.0

*State of Florida required rating.

Table 9 summarizes the responses to the EES for the Electronics Technology program. Twelve (63%) of the nineteen questionnaires sent were returned. Nine of the responses were usable. The highest rating of excellent was for work attendance (88.9%). Communication skills were rated good for 88.9% of employees. Overall excellent performance rating was calculated at 77.8%. Only one person was given a total average rating and none was rated poor. Overall job performance for the excellent/good combination was 100. More than 60% of employers viewed the present and future employment opportunities as of slight or appreciable growth. Nearly half of employers noted that the primary source for hiring was either the result of college faculty connections or company recruitment. Individual initiative netted the other half of jobs in the electronics field. Employers suggested training or more training in computers, micro-processors, robotics, fiber-optics, and manufacturing management.

The Fire Science program is seen in Table 10. Excellent and good ratings for variables were relatively stable across categories. Total superior ratings equaled 100%. Most employers perceived that employment outlook had achieved a steady state and that future growth would not warrant expansionists activities. Employers also saw little basis for comparison between job performance with versus without training. Many programs are of such technical nature and becoming increasingly specialized that this type of comparison sheds little useful information.

Discussion

In addition to the traditional methods for data collection, notwithstanding State supplied data, and in spite of MDCC's elaborate structure of code matches, assignment of placement status for program graduates does not exceed 80%. To deal with the remaining 20% of graduates for which no data are available and upon whose whereabouts continued program existence may be crucial, "non-traditional methods were explored. The five areas thus delved into included data possibilities from 1) in-state private university transfers, 2) out-of-state university transfers, 3) Immigration

and Naturalization Services files, 4) SUS Student Course files transfers, and 5) methodological, instrumental changes in surveys to employers.

Each of these approaches required intensive telephone follow-through and each presented new sets of problems that were convergent or divergent of limitations of conventional methodology. Requests to in-state private universities and out-of-state universities yielded data designed within the framework and needs of the institutions themselves. Consequently, data supplied, more often than not, were not immediately usable for MDCC requirements. This was partly also the result of the nature of community college populations. The part-time student status, frequency of dropping in and out, and residential instability added to the difficulty of matching the year of matriculation in the university with the year of graduation from MDCC. But while a one-to-one match posed difficulties, correspondence with the registrars of institutions of higher learning together with campus-based special programs yielded data attesting to transfers in such institutions as the University of Chicago, Massachusetts Institute of Technology, Smith College, and Purdue University. To illustrate the difficulty, Purdue University noted 104 MDCC transfers. It will, however, not be an easy task to match them by year of last attendance at MDCC.

A source of data which would be enormously helpful for MDCC research in many realms reside in the SUS Term tape files. The SUS tapes contain a field for last institution attended before SUS transfer. These data are available to the community colleges for the Fall Term only. With access to the Winter and Spring/Summer Term tapes for each academic year, it is possible to capture transfer data that increases the accuracy of transfer data reported to the State, not to mention the hosts of other research possibilities these tapes offer.

Omitted from these tapes are the names of other institutions attended prior to the last. Credit for continuing education is, therefore, confined to the last reported institution. Because of this, no determination can be made concerning volume of courses taken at other institutions, intent of enrollment or whether matriculation is sequential or

concurrent in the two community colleges that might be involved. The inclusion of fields indicating all Florida community colleges attended prior to SUS transfer enhances the accuracy of data within each institution and would allow for long overdue research.

The INS files were investigated as a possible source of Non-Resident Alien follow-up data. While a match between college files and the INS Admissions files can be effected, location data is available only to federal agencies and this stricture is adhered to stringently.

The Employer Evaluation Scale (EES) proved useful in monitoring employee performance as well as in uncovering data applicable to specific programs. Suggestions by employers indicated changes in the state-of-the-art and in the state-of-the-market. However, the overall return rate of 70% for the 131 questionnaires that were sent (versus the 5% return rate of the Employer Follow-Up Form) represented an extraordinary effort in terms of time and personnel involved. Despite its success and usefulness, with approximately 1,000 Associate in Science graduates annually, such an intensive concentration of effort, as was expended in this pilot study, would be beyond present resources availability.

On a national scale, community colleges share similar follow-up problems on a degree continuum. However great the efforts of institutions, in the final analysis, responsiveness to the needs of the college by the former student is a significant means of securing data needed. The question then in this regard, is in what additional ways, given the non-traditional nature of the community college student, can the institution foster greater future interaction while the student is still a matriculant? What efficient and cost effective mechanism can be installed in secure all three SUS Term tapes imperative and urgent to community college research? What are the implications for programming were fields added to the SUS tapes for other community colleges attended? At which percentage cut-off would the population of the reported data be representative of the population in the unknown status category? Could not, at this point, extrapolation reflect accurate outcomes for both populations? How involved would it be to list on the Commerce tape specific local employer names in place of generic

(interstate corporation) employer name? What safeguards can be built into an automated national system of Social Security Number matches for employment data?

These are some issues that were generated as a result of this project. They require serious consideration, further research, and dogged determination if data reported by community colleges to the State are to be accurate and meaningful for decision-making.

MIAMI-DADE COMMUNITY COLLEGE
Office of Institutional Research - 16
11011 S.W. 104th Street
Miami, Florida 33176-3393

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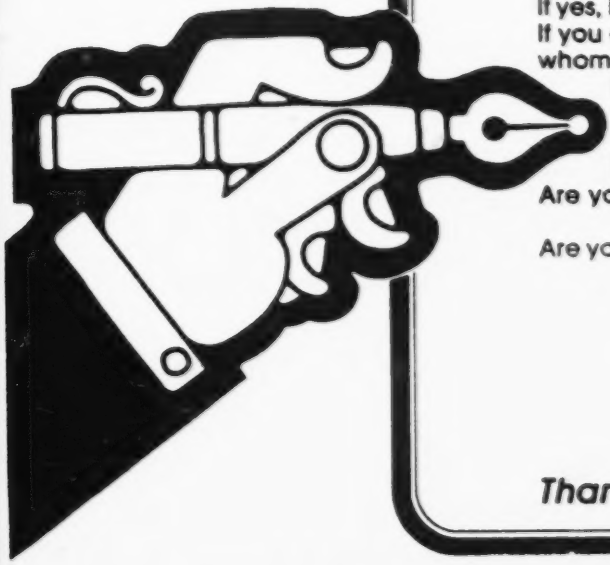
Appendix A

Postal Mailer

Tear here. Drop questionnaire half in mailbox. No postage needed.



Please take a few minutes

Dear Recent Miami-Dade Community College Completer:
Please take a few minutes to help us bring our records up-to-date.

Are you presently or have you been employed since leaving M-DCC? _____ YES _____ NO

If yes, is the work related to your training? _____ YES _____ NO

If you are working, provide the name and address of your employer whom we will contact.

Name of employer _____ Phone _____

Address _____

City _____ State _____ Zip _____

Name of immediate supervisor _____

Are you enrolled in a post-secondary education program? _____ YES _____ NO

Are you in the military? _____ YES _____ NO

45

Thank You for Helping!

10/85 IR

Appendix B

REACTION TO THE "EMPLOYER EVALUATION SCALE"

Directions: Please react to the attached Employer Evaluation Scale by indicating its usefulness (with a check in that column) or suggesting an improvement.

Item	Useful	If not useful, change to (state specifically):
3. (Job Performance)		
a. Technical knowledge		
b. Work attitude		
c. Work quality		
d. Work quantity		
e. Willingness to learn		
f. Acceptance of responsibility		
g. Compliance with rules		
h. Work attendance		
i. Punctuality in completing tasks		
j. Cooperation with management		
k. Cooperation with co-workers		
l. Following instructions		
m. Communication skills		
n. Mathematical skills		
o. Organizational skills		
p. Skill in operating equipment		
q. Overall job performance		
4. (Employment Outlook)		
Present		
Future		
5. (State of Florida Required Comparison)		
6. (Hiring Source)		
7. (Skills Suggestions)		
8. (Training Suggestions)		
Comments		

Name of M-DCC Evaluator: _____

Title: _____

Program: _____

Campus: _____

DUE DATE: JUNE 5, 1986

Prepared by: Office of Institutional Research
May 1986

AB:ab

IR224 8576

Appendix C

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32304

RALPH D. TURLINGTON
COMMISSIONER

LEE G. HENDERSON
DIRECTOR
DIVISION OF COMMUNITY COLLEGES

January 15, 1979

MEMORANDUM

TO: Community College Presidents

FROM: Lee G. Henderson

SUBJECT: Contacting Employers of Former Students

Many colleges have interpreted the Family Educational Rights and Privacy Act of 1974 as prohibiting a college from contacting an employer to evaluate a former student's on-the-job performance. Because of the reluctance of the colleges to contact employers, in many cases, insufficient employer evaluations have been received to adequately answer the questions required when responding to C.C.M.I.S., AA3B, and Placement and Program Status.

Recently, one of my staff contacted the Fair Information staff of the United States Department of Health, Education, and Welfare concerning the question of contacting employers of former students. The Fair Information staff advises us that if the college has followed the Family Education Rights and Privacy Act procedures in establishing directory information and if the directory information contains language indicating the fact of graduation, the college may contact an employer concerning a former student's on-the-job evaluation without getting additional permission from the former student.

det

cc: Council on Instructional Affairs
Council of Student Affairs
Registrars
Follow-Up and Placement Officers

an equal opportunity employer

Survey of Former Students
Office of Institutional Research
Miami-Dade Community College

NOTE: This report is authorized by law (20 USC 2312 and 20 USC 2391). While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive, reliable, and timely.

DIRECTIONS

Most items can be answered by checking the appropriate box ☑. Where other information is requested, please fill in the blanks.

1. What is your current educational status?
   - [1] Currently attending school.
   - [2] Not currently attending school.

2. What is your current employment status?
   - [1] Employed (Includes all employment even if below your qualifications. Does not include Full-time Military).
   - [2] Employed (Full-time Military Service).
   - [3] Unemployed (Not employed, but actively seeking employment).
   - [4] Not in the labor force and not seeking employment because:
     - [1] Personal choice
     - [2] Illness
     - [3] Full-time student
     - [4] Retired
     - [5] Pregnancy
     - [6] Other _____

3. Do you feel that you achieved your educational goal at M-DCC?
   [1] Yes [2] No

IF CURRENTLY EMPLOYED, GO ON TO QUESTION 4. IF NOT, GO DIRECTLY TO INSTRUCTIONS AFTER QUESTION 10.

4. Is your current job related to your field of vocational training?
   - [1] Yes, it is directly or closely related.
   - [2] No, it is only remotely related or is not related at all.

If you are currently employed in a job not related to your training, please indicate the reason.
   - [1] Was already working with present employer before I completed my vocational program.
   - [2] Did not feel sufficiently qualified for a job in my field of preparation.
   - [3] Preferred to work in another field.
   - [4] Found better paying job in another field.
   - [5] Could not find a job in my field without relocating.
   - [6] Continuing education at another institution.
   - [7] Continuing education at Miami-Dade Community College.
   - [8] Other _____

5. How has the training you received at Miami-Dade helped you in your present job? (check all that apply)

		[1] Yes	[2] Not Applicable
14	Helped me get the job initially	☐	☐
15	Helped me do the job	☐	☐
16	Helped me do the job but additional training was required.	☐	☐
17	Helped me get a promotion or raise.	☐	☐

6. Please provide the following information on your present job: (PLEASE PRINT)

Name of Company (If self employed, write SELF) _____

Mailing Address _____

City _____ State _____ Zip _____

Immediate supervisor:

Last Name _____ First Name _____

18,19 Your job title _____

Your job duties _____

NOTE: ☐ Put an "X" in the box if you would like to see your responses compared with the responses from other former M-DCC students.

7. What is your current salary before deductions? (Do not add overtime.)

$ _____ per _____ (hour, week, month, or year)

8. The salary in the preceding item is based on _____ (number) hours per week employment.

9. May we contact your employer to ask for comments on how well Miami-Dade prepared you for your job?

29 ① Yes ② No

10. Who helped you find your current job?

30
- ① Employment Agency
- ② One of my instructors
- ③ Miami-Dade Placement Office/Activities
- ④ No one - I found it by myself
- ⑤ Other, (friend, relative, etc.)

IF CURRENTLY CONTINUING YOUR EDUCATION, GO TO QUESTION 11. IF NOT, GO DIRECTLY TO QUESTION 14.

11. If a full-time or part-time student:

① I am continuing my education at another institution

31
- ① In a field related to my training
- ② In a field not related to my training

32-45 _____ Name of institution

_____ City State

② I am continuing my education at Miami-Dade Community College.

46
- ① In a field related to my training.
- ② In a field not related to my training.

12. If you are attending **another** institution, did you have problems transferring from Miami-Dade?

49 ① Yes ② No

13. How would you rate the preparation for continuing your education that you received at Miami-Dade.

50
- ① Excellent ③ Fair
- ② Good ④ Poor

14. Please give an overall rating of the courses that you took in your major field of study.

		Excellent	Good	Fair	Poor
51	Instructor preparation	①	②	③	④
52	Course content	①	②	③	④
53	Level of presentation	①	②	③	④
54	Class size	①	②	③	④

15. Please rate these college services according to how they fulfilled your needs.

		Excellent	Good	Fair	Poor
55	Library	①	②	③	④
56	Registration procedures	①	②	③	④
57	Financial aid	①	②	③	④
58	Audio Visual services	①	②	③	④
59	Learning labs	①	②	③	④

16. How would you rate the quality of guidance (counseling) services provided by teachers, counselors, and other school personnel for your vocational program?

① Received and would rate

60
- ① Very good ③ Poor
- ② Good ④ Very poor

⑤ Sought services but did not receive

⑥ Did not seek services.

17. How would you rate the quality of placement services provided by teachers, counselors, Placement Office or other school personnel for your vocational program?

① Received and would rate

61
- ① Very good ③ Poor
- ② Good ④ Very poor

⑤ Sought services but did not receive

⑥ Did not seek services.

18. How would you rate the quality of the educational training you received?

62
- ① Very good ③ Poor
- ② Good ④ Very poor

19. What improvements could be made at Miami-Dade to help future students?

_____

_____

_____

Institutional Research 1984

Thank you for your cooperation. Please return this survey in the envelope provided. If you have any questions, contact Anne Baldwin at Institutional Research, Miami-Dade Community College. Phone: (305) 596-1238.

Employee's Name:

EMPLOYER FOLLOW-UP FORM

1. VOCATIONAL TRAINING EVALUATION

Please rate the vocational training received by the individual in the following areas:

	Very Good	Good	Average	Poor	Very Poor
a. Technical knowledge	☐	☐	☐	☐	☐
b. Work attitude	☐	☐	☐	☐	☐
c. Work quality	☐	☐	☐	☐	☐
	(5)	(4)	(3)	(2)	(1)

2. OVERALL RATING

What is your **overall** rating of the vocational training received by this individual as it relates to the job requirements?

Very Good	Good	Average	Poor	Very Poor
☐	☐	☐	☐	☐
(5)	(4)	(3)	(2)	(1)

3. RELATIVE PREPARATION

As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training.

☐ No basis for comparison
(5) ☐ Individual is better prepared
(3) ☐ Both are about the same
(1) ☐ Individual is less prepared

4. If and when the need arises, I would be willing to hire additional employees who complete the same or similar vocational programs.

☐ Yes ☐ No

5. Remarks: _____

_____

Appendix F

Comments by Employers for Program Consideration
Nursing ADN

(Items 7 and 8 of the Employer Evaluation Scale questionnaire)

Emphasize organizational skills
Understanding of surgery and drug interactions
Critical care management and basic EKG
Include in curriculum information on continuing education training
Legalities regarding home care nursing
Provide as much "hands-on" training as possible
Preceptor program is good
Understanding of staffing standard
More patient contact during training
Reality orientation
Offer B. S. degree or encourage further training
More clincial experience
Increase clinical experience
Increase clinical hours
Stronger background in medications
More instructors per student
More clinical time for improving skill performance
Extend preceptorship program to more specialties
Emphasize prioritization and ability to handle volume
Work more on organizational skills and problem solving
Lengthen preceptorship
More clinical
Team leading skills
Extend clinical time requirement
Professional manner in dealing with doctors
More clinical experience
Provide time for reality orientation in the curriculum
Communication and listening skills
Management skills
IV classes

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